Dates to Note!!

Thursday, January 27
Journal Club: Awake, Accountable, and Engaged
Noon to 1:20 p.m.
Library room 110

Thursday, February 3
Looking at the Difference between Education and Training
Noon to 1:20 p.m.
Library room 110

Tuesday, February 8
Globalizing the Disciplines without Tipping the Scales
Noon to 1:20 p.m.
Location: TBA

Thursday, February 10
Using Wikis in Teaching
 Noon to 1:20 p.m.
Location: TBA
Staten Island Campus

Tuesday, February 15
CampusGuides
1:30 to 2:50 p.m.
Library room 110

Wednesday, February 23
Journal Club: Primed, Prepared and Ready for Class
1:30 to 3 p.m.
Library room 110

To RSVP email us at CTL@stjohns.edu or call ext. 1859.

CTL January Newsletter

The CTL Newsletter is distributed electronically every month during the academic year.

Highlights from our January issue include:

- Using the Web to Engage Students Part III: Student Work
  Maura C. Flannery  page 2
- Technology at Top Speed
  page 3
- Faculty News
  page 4
- Journal Club: Awake, Accountable, and Engaged
  Tracey-Anne Cooper  page 4
- Your Views on the Junior Faculty Research Colloquium (JFRC)
  page 5
- JFRC Spring 2011 Schedule
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- CTL Spring 2011 Calendar of Events
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- Traveling Around Campus
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- Participate in a Research Study
  Maura C. Flannery  page 10

Faculty News: If you would like to send an entry to “Faculty News,” the deadline for the February issue is February 7. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in “Faculty News.”

Remember: The best places to look for faculty-related information are the CTL Webpage and the CTL Forum.
There are endless ways that students can present their work to the professor as well as to other stu-
dents. Handing in papers and making classroom presentations are two tried-and-true approaches. However, with the internet, several more alternatives are available, and they provide features that are difficult if not impossible to replicate without technology. I’ll mention a few of them here, but they are the tip of the iceberg, just a sampling to whet your appetite. Many are free, though you may have to pay for added features such as more storage space or greater control of your site.

Blogs are websites that are usually updated regularly. Each contribution is called a “post” and others can respond to posts, so blogs are interactive. They began as a way for someone to alert others of inter-
est web content, but they have expanded to include blogs dealing with philosophical, political, and scientific issues. In fact, there are blogs dealing with just about any subject. To help find ones you might be interested in, Google has a search feature just for blogs: http://blogsearch.google.com. You can assign blogs or individual blog posts for students to read, but you can also have them create their own blogs, or a class blog. You can make the blog public or keep it private. Setting up a basic blog is free when using a service such as Blogger at http://www.blogger.com. Just remember that blogs are linear: the most recent post is at the top of the page, and earlier posts follow beneath it. If you want something a little more flexible, you might want to investigate wikis. I should note that blogs and wikis will be available on the new version of Blackboard that IT hopes to launch this summer.

Wikis are interactive web sites where a group of people can all post information, and if desired, edit each other’s work. Wikis used to be rather dull to look at, but they have become more sophisticated. If you would like to create one, PB Works at http://pbworks.com is an easy and free tool to use. There is also WordPress at http://wordpress.org. In either case, you can create a site where each student in your class can have a webpage where they can upload their work. If you want, students can comment on each other’s work. That’s up to you since you control the level of involvement students have with re-
gard to adding and editing content.

Prezi is presentation software for those who want an alternative to PowerPoint. It’s not easy to describe its features in words, since this is about visual presentation. However, the metaphor here is not a slide-
show, as in Powerpoint, but rather a poster, where you layout all your materials on one large screen and then decide how you want to move from one area to another. Because it is organized so differently, it takes some getting used to, not so much in terms of its mechanics, but it terms of using its features to their maximum potential. Take a look at some of the examples available on the site at http://prezi.com, and you’ll get a sense of how you and your students might find this tool fun to use.

Other Sites are available with other interesting features. Some faculty have had great success with Ning at http://www.ning.com, a site that combines the features of a wiki with those of a social networking site. In other words, it’s a wiki that makes interaction among students very easy. Others have created Facebook pages for their courses. Yes, Facebook (http://facebook.com) can have an academic cast to it,
and it is obviously great for interaction among students—as long as they remember that it’s different from their personal pages.

Whatever tool you decide to experiment with, just make sure you’ve investigated it thoroughly and considered what features you do and do not want to use before you share it with students. This is just one more area in which being prepared for teaching makes for better teaching.

Technology at Top Speed
The Center for Teaching and Learning in collaboration with the University Libraries and the Technology Learning Center invites you to learn about SIX useful types of software. These short sessions will just whet your appetite; we’ll run longer, hands-on workshops during the semester when you can learn how to use these tools. This program is an opportunity to find out IF you want to use them.

Date: Wednesday, February 9
Location: Library room 110

Noon  Zotero — online bibliographic software that’s free and provides a great way to save references (including PDFs of articles) and to bookmark websites.

12:30 p.m.  iGoogle — this is a free, personal portal that allows you to open your computer to a page with weather, news, and other features you choose.

1 p.m.  Plans to Upgrade Blackboard — learn about the new functionalities provided by the significant changes planned for the summer and fall.

1:30 p.m.  Wikis — if you have considered using wikis in your teaching, here’s a chance to find out how they can encourage student engagement.

2 p.m.  Academia.edu — this is free social networking software, essentially Facebook for academics. If enough STJ faculty join, we will have a way to learn about each other’s teaching and research interests.

2:30 p.m.  CampusGuides — free software provided by the University Libraries that can be used to create faculty and class websites.

To register: Please contact the Center for Teaching and Learning at CTL@stjohns.edu or ext. 1859.
Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) published a review article, “Revisiting the ABCs of Multidrug Resistance in Cancer Chemotherapy,” in a special issue ABC Transporters and Physiology/Pharmacology of Current Pharmaceutical Biotechnology and served as a guest editor for this issue; invited a visiting scholar, Professor Xiangqian Li from Huaiyin Institute of Technology, to study at his lab; was selected as an Editorial Advisory Board Member by Pharmaceutica Analytica Acta.


Dr. Tracey-Anne Cooper (History, coopert@stjohns.edu) presented a paper, “Monk-Bishops in the Third Generation of the English Monastic Reform,” at the 29th International Conference of the Charles Homer Haskins Society, at Boston College (November 2010).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, “Classics,” in The American Biology Teacher (November/December 2010).

Dr Emese Ivan (Hospitality, Tourism and Sport Management, ivane@stjohns.edu) published the article, “The Champions of Earth Award: The UN, the IOC, and Sport for Development,” in the edited volume Rethinking Matters Olympic: Investigations into the Socio-Cultural Study of the Modern Olympic Movement published by the International Centre for Olympic Studies (November 2010).

Dr. Richard Stalter (Biological Sciences, stalterr@stjohns.edu) delivered the paper, “Sixty Years of Invasive Species Change at Mettler’s Woods,” at the annual meeting of the Northeastern Weed Science Society.

Dr. Charles Wankel (Management, wankelc@stjohns.edu) delivered an invited keynote address, “Management Education in an Epoch of Catastrophes,” at the M/O/T 2010 International Conference on Management Learning in Vienna, Austria.

**Faculty News:**
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**Journal Club:**
**Awake, Accountable, and Engaged**
Having our students “Awake, Accountable, and Engaged” is every faculty member’s dream. Please join us for a discussion of an article that gives a number of concrete suggestions for how to make this dream a reality. These tips include having both students and teacher formulate questions.

To read the article: [Awake, Accountable, and Engaged](#)

**Date:** Thursday, January 27  
**Time:** Noon to 1:20 p.m.  
**Location:** Library room 110 in the back of the University Learning Commons, Queens Campus

To register: Contact the CTL at CTL@stjohns.edu or ext. 1859.
Your Views on the Junior Faculty Research Colloquium
Tracey-Anne Cooper (St. John’s College of Liberal Arts and Sciences, coopert@stjohns.edu)

Attendance at many events and activities both for faculty and students has been adversely affected by the recent schedule changes that eliminated some common hours, and the Junior Faculty Research Colloquium (JFRC) is no exception. After extremely poor attendance at events in the Fall 2010 semester, I put together a survey to try to discover what could be done to improve attendance and to see what Junior Faculty knew and felt about this group which aims to bring them together to present and discuss their research. Many thanks to those of you (25) who took the time to fill out my survey and I want to share the results of the poll in this article, as well as the thoughts of some past and future presenters.

Of the people surveyed 56% said that they had attended JFRC events between two and four times, 16% frequently attended and 12% had been once and a further 16% had never attended a JFRC presentation. Only 8.3% of those who responded said that they were not interested in JFRC events, whilst the majority would be interested in events even if the speakers were not from their department, which seems to be a good indication that the idea of the JFRC is still popular. Also encouraging were the facts that the majority of people would come to presentations if they found the topic interesting, even if it did not relate directly to their research, and that they were generally interested in research processes regardless of the topic. One person commented, “I would love to go whenever possible! I don’t care what the topic is!,” while another expressed the opinion that some of the talks could be “too far afield from my own research interests.” In terms of notification of events we seem to be communicating satisfactorily, and no one stated that they were never notified of events and an encouraging number of people said that they receive e-mails and looked at them; 37.5% said that this generally applied to them and 54.2% said it completely applied to them, and all but one person said that they made a note of the date when they received the e-mails. Fewer people got their notification of the JFRC events from the CTL newsletter, but the majority of people, 15 out of 25, agreed to a certain extent that they received notification from that source. Additionally, all but two people in St John’s College also received notification of events from Dean Fagen.

With regard to changes we might make to the schedule, many people (52%) were neutral about changing the day and time completely, but 88% thought that it was an okay or a good idea to vary the time and day. When asked what they thought about having social events, 12% thought it was a bad idea, 28% were neutral, 40% thought it was an okay idea and 20% thought it was a good idea. When asked if the JFRC should include senior faculty, 40% thought that this was a good idea, 32% that it was an okay idea with 28% being neutral, and no-one thought it was a bad idea. On the matter of whether students should be able to attend the result was less decisive, with 20% thinking it was a bad idea and 28% thinking it was good or okay idea, and 28% being neutral. Comments included that it should be the speaker’s option to invite students and that we should think also about opening meetings up to adjuncts and graduate students. Someone else commented that, “It should be primarily a forum for Junior (and recently tenured) faculty. But it should be open to (agreeable) senior faculty and maybe seminar students once in a while.” The largest number of comments concerned scheduling difficulties and included the following:

- Sometimes there are conflicts with classes, sometimes with meetings and sometimes I’m just not around and it is hard to make a special trip just for that.
- This semester has been especially difficult—I consistently had another engagement during the time of the JFRC events.
- Too many meetings also are scheduled on my days “off” so I have to select which to go to.
- We need a common, convenient time—old common hour.
- The biggest problem is the lack of a real common hour.

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Additionally we had a few helpful suggestions which included:

- Is there any possibility of a high quality video connection to allow SI faculty to participate? and/or could the events ever be at the Manhattan campus?
- Save the JFRC! Maybe department chairs should be brought in more to encourage their junior faculty to take part in it. I believe the original idea was to create a venue for younger faculty to present their research and socialize and form a community of faculty at similar stages of their careers.
- Perhaps pairing speakers would get more audience?
- It would be helpful if by now we could know next semester's schedule of events so that we have a better chance of blocking out those time periods.

Those polled also gave an indication of the times they would be able to attend meetings. In general a 4 p.m. time would be unpopular. For a 12 p.m. event, 66.7% said they could attend at that time on a Monday, 58.3% on a Tuesday, 64.3% on a Wednesday, 70.6% on a Thursday and 60% on a Friday. For a 3 p.m. event, 60% said that they could attend at that time on a Monday, 66.7% on a Tuesday, 57.1% on a Wednesday, 64.7% on a Thursday, and 60% on a Friday. So, although we have no out-and-out perfect day and time, it would seem that having events on a Monday or Thursday at noon, or at 3pm on Tuesday, would work for at least some people.

I asked some of the past and future presenters at the JFRC what they thought about their experience and the importance of the meetings. Natalie Byfield from the Department of Sociology and Anthropology presented at the JFRC in Spring 2010. Her paper, “Savage Portrayals: How the Media Constructed the Central Park Jogger Story as a Tale of Deviance by Black Male Children,” was about the media coverage of the 1989 Central Park Jogger rape incident and the impact of the case on our racial culture. The paper examined how the media, through its control of the public sphere, is able to shape ideas about race, and she argued that the media coverage paved the way in the early 1990s for the ramping up of juvenile justice laws in 44 states across the nation which led to increasing rates of incarceration of young African American and Latino youths. Commenting on her experience presenting for the JFRC, Byfield said, “For me, the most valuable part of the experience of presenting at the JFRC was the opportunity to present my work to people from other disciplines. My project is interdisciplinary and the themes and issues it raises are echoed in a variety of fields. Yet, I don’t often get the chance to present to an audience that has more than a couple of the relevant fields represented. Thinking outside the confines of our fields can be very freeing; this type of experience encourages me to be more productive.”

Claudia Sbrissa, an artist in the Department of Fine Arts, presented her latest work, “Habitat,” in Fall 2009. Sbrissa’s richly colored mixed media drawings, collages, and installations explore the physical geography of the landscape, both natural and urban. She is interested in the architecture, infrastructure and history of urban environments: how human activity transforms landscape; how landscape can transform us. Sbrissa commented on her experience as a presenter at the JFRC, “Presenting my work at the JFRC afforded me the opportunity not only to meet colleagues and to share my work with them, but it also provided a platform for rich and vital discussion to ensue. It was a privilege and my pleasure to be able to participate.”

Elizabeth Herbin from the Department of History presented her paper, “Agrarianism and Racism in the American South: Exploring Clarence Poe’s Vision for Rural Segregation,” in Spring 2010. Her research concerns Clarence Poe, the editor of a popular Southern farm journal, who in 1914 ran a campaign to segregate rural North Carolina based on the model of South Africa. He believed that small white farmers in the South would prosper to the extent that they could live and work apart from African-American farmers. Herbin said that “I found presenting at the JFRC to be an extremely rewarding experience—the question and answer part in particular. I’ve found that it’s always worthwhile to share my research—which is conducted alone and sometimes without the input of others. I was very lucky to
have the JFRC as a forum to do this. The questions and comments I received helped me to think about themes I needed to explore further and sources I hadn’t considered.”

Paula Lazrus who teaches in the Discover New York program and in the History Department will present her research in the Spring 2011 semester in a paper titled, “Cross Disciplinary Investigations of a Rural Community in Southern Calabria.” This is what Lazrus had to say about her upcoming presentation and her experience with the JFRC in the past, “I think that having the opportunity to hear our colleagues talk about their work is quite worthwhile as we often work in our individual silos and don’t even realize that there are colleagues who might share our interests or even with whom we might profitably collaborate. Even where that is not the case, it is good to hear what kind of work people are doing. I’ve been sharing my work at faculty research day for years; this just provides another opportunity to connect with the academic community (as opposed to say sharing our teaching strategies).”

In summation, there seems to be lot of positive feeling for the continuation of the Junior Faculty Research Colloquium, and many junior faculty appreciate having a forum in which to share their research and learn about the work of their colleagues. I want to thank again those that shared their views with me and answered the survey. I hope that after taking on board some of the suggestions you have made, we can make the next semester more successful in terms of attendance, despite the difficulties posed by the new schedule.

Junior Faculty Research Colloquium Spring 2011

“Capturing the Moment: Home Recording from Documentation to Self Expression”
Susan Schmidt Horning (History)
Date: Monday, February 7

“Self-Help Activities in the Management of Stuttering”
Mitchell Trichon (Communication Sciences and Disorders)
Date: Monday, February 28

“Cross Disciplinary Investigations of a Rural Community in Southern Calabria, Italy”
Paula Lazrus (Institute for Core Studies)
Date: Thursday, March 24

“South to Southeast: Immigration from the Subcontinent to Southeast Queens”
Phyllis Conn (Institute for Core Studies)
Date: Monday, April 4

All sessions will take place from noon to 1:30 p.m. in the Institute for Writing Studies conference room, Library 150. If you have any questions or would like to register for a JFRC please contact Tracey-Anne Cooper (coopert@stjohns.edu) or Nerina Rustomji (rustomjn@stjohns.edu).
Center for Teaching and Learning
Spring 2011 Calendar of Events

We hope many of the CTL events listed below will interest you. Please take a look at our calendar and email us at CTL@stjohns.edu or phone us at ext. 1859 to RSVP for one or more of these events. There will be a detailed announcement in the St. John’s University Web Digest for each event.

**Thought-Provoking Issues in Teaching**
Journal Club: Awake, Accountable, and Engaged**
   Thursday, January 27, Noon to 1:20 p.m., Library 110
Looking at the Difference between Education and Training**
   Basilio Monteiro
   Thursday, February 3, noon to 1:20 p.m., Library 110
Journal Club: Primed, Prepared and Ready for Class**
   Wednesday, February 23, 1:30 to 3 p.m., Library 110
Assigning Books Other than Textbooks to Enrich Course Material**
   Jonathan Fowler
   Tuesday, March 15, 1:30 to 2:50 p.m., Library 110
Teaching Classes with ESL Students**
   Linda Chin
   Monday, March 28, 1:30 to 2:50 p.m., Library 110

**Global/Multi Cultural**
Globalizing the Disciplines without Tipping the Scales**
   Lawrence Waldron
   Tuesday, February 8, noon to 1:20 p.m., Location: TBA
Thinking Globally: Using The New York Times in the Classroom**
   Monday, February 14, 1:30 to 2:50 p.m., Library 110
Teaching a Multicultural Student Population**
   Monday, March 14, noon to 1:20 p.m., D’Angelo Center 416C
Women’s History Month:
Crossing Borders: Researching Women and the Drug Trade in North America**
   Elaine Carey
   Wednesday, March 16, 1:30 to 3 p.m., Library 110

**Technology**
Technology at Top Speed**
   Wednesday, February 9, noon to 3 p.m., Library 110
CampusGuides**
   Ben Turner
   Tuesday, February 15, 1:30 to 2:50 p.m., Library 110
Zotero**
   Caroline Fuchs
   Tuesday, February 22, (Monday Classes), 1:30 to 2:50 p.m., Library 110
Academia.edu/iGoogle**
   Thursday, February 24, noon to 1:20 p.m., Library 110
Wikis**
   Elizabeth Albert
   Thursday, March 3, 1:30 to 2:50 p.m., Library 110

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**Research Month**

Interdisciplinary Research Roundtable**
Monday, April 4, noon to 1:30 p.m., Library 110

CTL Fellows’ Presentations on Teaching and Technology**
Jennifer Chiu, Caroline Fuchs, Steven Llano, Qi Lu, Kathleen Marks, Benjamin Silliman
Thursday, April 7, 2:30 to 4:30 p.m., D’Angelo Center 416A

Interdisciplinary Research Roundtable: Writing Biography**
Frank Brady, author of *ENDGAME: Bobby Fischer’s Remarkable Rise and Fall*
Monday, April 11, noon to 1:30 p.m., Location: TBA

Faculty Research Forum
Wednesday, April 13, 11 a.m. to 1:30 p.m., D’Angelo Center 416

Interdisciplinary Research Roundtable**
Monday, April 18, noon to 1:30 p.m., Library 110

**Faculty Writing Initiative (WAC/CTL)**

Faculty Writing Initiative: Online Publishing that Counts**
Wednesday, February 16, 1:30 to p.m., Library 110

Faculty Writing Retreat**
Saturday, February 26, 10 a.m. to 4 p.m., Institute for Writing Studies Conference room, Library 150

Faculty Writing Initiative: Edited Volumes**
Wednesday, March 23, 1:30 to 2:50 p.m., Institute for Writing Studies Conference room, Library 150

**Staten Island**

Using Wikis in Teaching**
Thursday, February 10, noon to 1:20 p.m., Location TBA

Journal Club: Primed, Prepared and Ready for Class**
Wednesday, March 2, 1:30 to 3 p.m., Rosati Conference Room

Academia.edu/iGoogle**
Tuesday, March 22, 9 to 10:20 a.m., Location TBA

Interdisciplinary Research Roundtable Luncheon**
Tuesday, April 5, noon to 1:20 p.m., Rosati Conference Room

To register: Call the CTL at ext. 1859 or e-mail us at CTL@stjohns.edu.

**The CTL Certificate Program: **If you attend four or more of our events during the semester you will receive a certificate at the end of that semester and all of the sessions will be listed on the certificate.

**Also of Interest:**

Writing Across the Curriculum (WAC)

Critical Moments in Responding to Student Writing in Progress**
Tuesday, February 22, noon to 1:20 p.m., Institute for Writing Studies Conference room, Library 150
To register: Contact Dorothy Bukay at brukay@stjohns.edu or x6910.

Using Informal Writing in all Classes**
Friday, April 1, noon to 1:20 p.m., Institute for Writing Studies Conference room, Library 150
To register: Contact Dorothy Bukay at brukay@stjohns.edu or x6910.
Traveling Around Campus

Maura C. Flannery (College of Professional Studies, flannerm@stjohns.edu)

I know that travel abroad experiences are very important for our students. However, our students spend most of their time on campuses in New York, so my goal is to find opportunities for them to experience the world more locally. That’s easy enough to do in New York, from eating in restaurants to visiting the UN, but even on campus there is a great deal that can be done. This is apparent from the exciting work faculty are doing in globalizing their courses.

Arundhati Satkalmi, a senior research librarian in the Law School recently sent me a blog post called “Classroom Pilgrimages” by James M. Lang. It’s on the Do Your Job Better blog of The Chronicle of Higher Education (http://chronicle.com/article/Classroom-Pilgrimages/125790/). It provides another approach to travel—this time on campus. The example Lang describes involves his colleague Bryan Carella who teaches medieval literature and has his students accompany him on a pilgrimage—one that never leaves campus. They stopped at a statue where he discussed the various holy sites pilgrims visited along the way, suggested that students go up a hill on their knees if they wanted to experience the penitential aspect of a pilgrimage, and ended the experience in the chapel, since churches were usually the destinations of pilgrimages.

This tour only took up part of a class, and when they all returned to the classroom, the students were much more enthused about diving into Chaucer. As I thought about this, I considered how a trip to Sun Yat Sen Hall could fit into many courses with Asian themes, and if I select the right trees to visit, I could easily mimic travel to several kinds of temperate forests. Sure, this is no substitute for real travel, but it is yet another way to use the resources available to us on campus, and to make our classes more fun and more global at the same time.

You are Invited to Participate in a Research Study

The research study is being conducted by Reine Nyirenda, a doctoral student in the School of Education, whose mentor is Dr. Barbara Signer. The study concerns faculty and student usage of Web 2.0 tools. Even if you are not presently using these tools, your participation is still invaluable. Please note that you do not need to identify yourself unless you choose to be interviewed. The survey and informed consent letter can be accessed at: http://www.surveymonkey.com/s/STJ_Faculty_Survey

If you have any questions, you can either email Reine at reine.nyirenda04@stjohns.edu, or Dr. Barbara Signer at signerb@stjohns.edu.